

Student _____ Grade _____ Date _____

Teacher _____ School _____


Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.


Introduction: In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

Sources of Information Used

Page	Text			Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
2	We like to run.								
4	We like to dance.								
6	We like to swing.								
8	We like to climb.								
10	We like to slide.								
12	We like to ride.								
14	We like to paint.								
16	We love to read.								
Total									



Accuracy Rate	Errors	4 or more	3	2	1	0
	%	Below 90%	91%	94%	97%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{1cm}}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text There are lots of different things the girls like to do together. (Gives 2–3 examples such as run, dance, swing, climb, slide, ride, paint, and read.) <i>Note any additional understandings:</i>	Tell some things the girls like to do together. Can you tell more things they like to do together?	0 1 2 3
Beyond the Text The girls like to do things with each other. The girls like to read more than they like to do other things. <i>Note any additional understandings:</i>	How can you tell these girls are best friends? Of all the things the girls do together, what's their favorite thing to do? Why?	0 1 2 3

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about what the two girls like to do together. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.


Sources of Information Used

Page	Text	My Little Dog Level B, RW: 55		E	SC	E			SC		
						M	S	V	M	S	V
2	My little dog likes to sleep with me.										
4	My little dog likes to eat with me.										
6	My little dog likes to run with me.										
8	He likes to play with me.										
	Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	He likes to ride with me.								
12	He likes to jump with me.								
14	My little dog likes to read with me.								
16	My little dog likes me!								
Subtotal									
Total									



Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	91%	93%	95%	96%	98%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text The girl is telling about her little dog and the things he can do. The little dog likes to do lots of things with her. (Gives 2–3 examples such as sleep, eat, run, play, ride, jump, and read.) <i>Note any additional understandings:</i>	What did the girl tell about in the book? Tell some of the things this little dog likes to do with the girl.	0 1 2 3
Beyond the Text The little dog likes to do lots of things and probably likes to do other things too (gives examples). The girl is really proud of (or loves) her dog. This dog is like my dog (or makes any personal connection). <i>Note any additional understandings:</i>	What other things do you think the little dog likes to do with the girl? How do you think the girl feels about her little dog? Did this book remind you of anything?	0 1 2 3

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things the little dog likes to do. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Socks the cat was sleeping in lots of different places, and the girl wanted her to wake up. Read to find out what makes Socks wake up.

Sources of Information Used

Page	Text	Socks Level C, RW: 79		E	SC	E			SC		
		M	S			V	M	S	V		
2	Socks was sleeping on the bed. “Wake up, Socks!” I said.										
4	Socks was sleeping on my chair. I said, “Wake up, Socks!”										
6	She was sleeping on the couch.										
	Subtotal										

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	"Wake up, Socks!" I said.								
8	She was sleeping on the rug. I said, "Wake up, Socks!"								
10	She was sleeping by the window. I said, "Socks, wake up!"								
12	Socks was sleeping by the door.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	"Wake up!" I said.								
14	Socks was sleeping under the table. "I can wake Socks up," I said.								
16	Purr								
Subtotal									
Total									



Accuracy Rate	Errors	9 or more	8	7	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	92%	94%	95%	96%	97%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Socks the cat was sleeping in many different places in the house. A girl was trying to wake Socks up but she would not wake up. The girl got Socks to wake up with some food. <i>Note any additional understandings:</i>	Talk about what Socks was doing in this story. What happened when the girl told Socks to wake up? What happened at the end?	0 1 2 3
Beyond the Text Socks was a sleepy (or lazy) cat. Socks woke up because she wanted to eat the food. <i>Note any additional understandings:</i>	Tell what kind of cat you think Socks was. Why did Socks wake up?	0 1 2 3

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three places that Socks liked to sleep. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, each animal went into a little house and said, "What a nice little house!"
Read to find out what happened when all the animals went in.

Sources of Information Used

Page	Text	The Nice Little House Level D, RW: 129						E			SC		
								M	S	V	M	S	V
2	The horse went in the little house. "What a nice little house!" said the horse.												
4	The cow went in the little house. "What a nice little house!" said the cow.												
6	The pig went in the little house. The pig said,												
Subtotal													

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	"What a nice little house!"								
8	The chicken went in the little house. "What a nice little house!" she said.								
10	The duck went in the little house. She said, "What a nice little house!"								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The skunk went in the little house. Then . . .								
14	The horse went out of the little house. The cow went out of the little house.								
15	The pig went out of the little house. The chicken went out of the little house.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15 <i>cont.</i>	The duck went out of the little house.								
16	"What a nice big house!" said the skunk.								
Subtotal									
Total									



Accuracy Rate	Errors	14 or more	13	11-12	10	9	8	6-7	5	4	2-3	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text All the animals went in the little house. The skunk went in the house and all the other animals came out (ran away). <i>Note any additional understandings:</i>	Talk about what happened first in this story. Then what happened? What happened at the end?	0 1 2 3
Beyond the Text The animals did not want to be in the house with the skunk because he might smell it up. The skunk felt good when he saw how big the house seemed when he was there by himself. The little house was big to the skunk because he was there all by himself (and/or he was little). <i>Note any additional understandings:</i>	Why did the animals run away? How do you think the skunk felt at the end of the story? Why? Why did the skunk call it a “nice big house” when all the other animals said it was a “nice little house”?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about what happened to the animals in the nice little house.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Kate had a loose tooth and she tried lots of things to make it come out.
Read to find out what happened to Kate's loose tooth.

Sources of Information Used

Page	Text	The Loose Tooth Level E, RW: 198		E	SC	E			SC		
						M	S	V	M	S	V
2	<p>Kate had a loose tooth.</p> <p>Her tooth was very loose.</p> <p>Kate played with her tooth.</p> <p>But it did not come out.</p>										
4	<p>“Don’t play</p> <p>with your tooth,”</p> <p>said Kate’s mom.</p> <p>“Eat your breakfast.”</p> <p>“I want my tooth</p> <p>to come out,”</p> <p>said Kate.</p>										
	Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	<p>"Your tooth</p> <p>will fall out," said Mom.</p> <p>Kate wiggled her tooth.</p> <p>But it did not fall out.</p>								
6	<p>Kate brushed her teeth</p> <p>after breakfast.</p> <p>She wanted her tooth</p> <p>to come out.</p> <p>She wanted it to come</p> <p>out now.</p>								
7	<p>She brushed and brushed.</p> <p>She brushed her loose tooth.</p> <p>But it did not fall out.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	Kate went to school. She played with her tooth at school.								
9	"Don't play with your tooth," said Kate's teacher.								
10	Kate played with her tooth at lunch. She wiggled it and wiggled it.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	<p>"Don't wiggle your tooth,"</p> <p>said Ben.</p> <p>"I want to eat my lunch."</p>								
12	<p>Kate went home.</p> <p>Her brother played</p> <p>with his blocks.</p> <p>Kate played</p> <p>with her tooth.</p>								
13	<p>"It is time to eat,"</p> <p>said Mom.</p> <p>"Come and have</p> <p>some soup."</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14	Kate had some soup. She said, “Now I want an apple. I want a big, big apple.”								
15	Kate took a big, big bite of her apple.								
16	“Look, Mom!” Kate said. “Look at my tooth now! ”								
Subtotal									
Total									



Accuracy Rate	Errors	21 or more	19–20	17–18	15–16	13–14	11–12	9–10	7–8	5–6	3–4	1–2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	
		Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Kate had a loose tooth and she was doing everything she could to make it come out. (Gives 2–3 examples, such as wiggled it, played with it, brushed it.) In the end, she ate an apple and the tooth came out in her soup! <i>Note any additional understandings:</i>	What was Kate's problem in the story? What did Kate try to do to solve the problem? What else did she do? Talk about how the story ended.	0 1 2 3
Beyond the Text Kate really wanted her tooth to come out because (gives a plausible reason). She felt great when her tooth finally came out. Kate's mom wasn't worried because she knew the tooth would come out. <i>Note any additional understandings:</i>	Why do you think Kate really wanted her tooth to come out? Talk about how Kate felt about her tooth at the beginning of the story and at the end of the story. What do you think Kate's mom was thinking?	0 1 2 3

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
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- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about the three things Kate did to get her tooth to come out.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Anna was getting ready for school. Her mom said she might need to get glasses to see better. But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

Sources of Information Used

Page	Text	Anna's New Glasses Level F, RW: 220			E	SC	E			SC		
		M	S	V			M	S	V			
2	<p>"I am ready for school,"</p> <p>said Anna.</p> <p>She had a new red backpack</p> <p>and new shoes.</p> <p>"We have one more thing to</p> <p>do," said her mom. "You may</p> <p>need to get some glasses."</p>											
4	<p>"I don't need glasses!"</p> <p>said Anna.</p> <p>"You may need glasses to help</p> <p>you read," said her mom.</p>											
	Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 <i>cont.</i>	"Do you want to read at school?"								
5	"I want to read," said Anna. "I love books! But I don't want glasses."								
6	Anna went to the doctor. "You do need glasses," said the doctor.								
7	Anna looked at the glasses.								
8	"I don't like these glasses," she said.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	<p>"Look at the purple glasses,"</p> <p>said Mom.</p> <p>Anna put on</p> <p>the purple glasses.</p>								
11	<p>Anna put on some red glasses.</p> <p>"I like red and I like</p> <p>these red glasses," she said.</p> <p>"You look great in those</p> <p>glasses," said Mom.</p>								
12	<p>It was the first day</p> <p>of school.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	Anna put her new red glasses in her new red backpack.								
13	"Don't forget your glasses," said Mom. "I put them in my backpack," said Anna. "Put your glasses on at school," said Mom.								
15	Anna and her mom walked to school.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15 <i>cont.</i>	Anna looked at her new teacher. She opened her backpack and put on her new glasses.								
16	"I am Mrs. Bell," the teacher said. "I am your new teacher. We have the same glasses!" Anna smiled. "Yes, these are great glasses!"								
Subtotal									
Total									



Accuracy Rate	Errors	24 or more	21–23	19–20	17–18	15–16	13–14	10–12	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text <p>Anna had to get glasses to see better but she did not want to wear them.</p> <p>Recounts the major events of the story, such as: Anna didn't want to get new glasses; she tried on many different glasses and chose red ones; she got some new glasses but she didn't want to wear them; she put them on when she saw that her teacher's glasses were the same as hers.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Anna's problem in this story?</p> <p>What happened in this story?</p> <p>Then what happened?</p> <p>What happened at the end of the story?</p>	<p>0 1 2 3</p>
Beyond the Text <p>Anna felt (any suitable descriptive word) about wearing glasses.</p> <p>Anna didn't want to wear glasses to school because (any plausible explanation).</p> <p>Anna felt good when she saw her teacher had glasses just like hers.</p> <p>Other kids (or I) felt the same way as (or different from) Anna about having glasses.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Anna felt at the beginning of the story.</p> <p>How did Anna feel about wearing glasses? Why?</p> <p>Talk about how Anna felt at the end of the story. Why?</p> <p>Did this story remind you of anything?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Anna felt about her new glasses. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Nick went to bed but something was missing, and he could not go to sleep.
Read to find out how his mom helped him find what was missing.

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	Nick was looking at his book. His mom came in and said, "It's time for bed." "Okay, Mom," said Nick.								
4	Nick put on his pajamas. He washed his face and brushed his teeth. He was ready for bed.								
5	Nick got into his bed.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>"Will you read me a story?"</p> <p>Nick asked his mom.</p> <p>Mom read the story to Nick.</p> <p>Nick liked the story about the magic fish.</p> <p>When the story was over, Nick's mom turned off the light.</p>								
7	"Good night, Nick," his mom said.								
8	<p>"Will you turn on the nightlight?"</p> <p>asked Nick.</p> <p>"Okay, Nick," his mom said.</p> <p>She turned it on.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	"Good night, Nick," his mom said. "Now it's time to go to sleep."								
10	"I can't go to sleep," said Nick. "I will give you a good night kiss," said Nick's mom.								
11	"Good night, Nick," his mom said. "Go to sleep now."								
12	"I can't go to sleep," said Nick. "Will you open the door?" he asked.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	Nick's mom opened the door. Light came into the room.								
13	"Good night, Nick," his mom said.								
14	"I can't go to sleep," said Nick. "Something is missing." He looked around the room. Something came in the door.								
15	"Wags! You're late," said Nick. "Now we can go to sleep."								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
16	"Good night, Nick," said Mom.								
	"Good night, Wags."								
	"Good night, Mom," said Nick.								
Subtotal									
Total									



Accuracy Rate	Errors	23 or more	21–22	19–20	17–18	15–16	12–14	10–11	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Nick got ready for bed. He went to bed but he couldn't go to sleep. He told his mom to do different things to help him. (Gives 2–3 examples, such as read a story; turn on the nightlight; give a kiss; open the door.) His dog (Wags) came in and then he went to sleep. <i>Note any additional understandings:</i>	What happened in this story? What did Nick ask his mom to do to help him sleep? What else did she do? How did the story end?	0 1 2 3 0 1 2 3
Beyond the Text Nick didn't know why he couldn't sleep. (Or, he really did know.) Nick missed Wags and that's why he couldn't go to sleep. Wags might have been taking a walk with Dad (or any plausible reason). Nick loves Wags and that's why he missed him and couldn't sleep. <i>Note any additional understandings:</i>	Do you think Nick really knew why he couldn't sleep? What makes you think that? What was the real reason that Nick couldn't go to sleep? I wonder why Wags was so late going to bed. What do you think? How do you think Nick feels about Wags?	0 1 2 3

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about Nick and what helped him go to sleep. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Jim was invited to a sleepover party. He was worried about staying at his friend's house and wanted to take his favorite toy Mugsy with him. Read to find out what happened.

Sources of Information Used

Page	Text	The Sleepover Party Level H, RW: 288						E	SC	E			SC		
		M	S	V	M	S	V								
2	<p>Jim was excited</p> <p>because he was going</p> <p>to a sleepover party!</p> <p>But he was also a little worried.</p> <p>He had never stayed all night</p> <p>at a friend’s house.</p>														
3	<p>All of Jim’s friends were invited</p> <p>to the party, too.</p> <p>Jim said,</p> <p>“See you at Matt’s house!”</p> <p>But he was still worried.</p>														
Subtotal															

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	Mom helped Jim pack for the party. “Here are your pajamas and your toothbrush,” said Mom.								
5	Jim wasn’t really listening because he was worrying. “What if I miss Mom?” he thought. “What if I can’t fall asleep?”								
6	Mom held up Jim’s favorite toy. “Do you want to take Mugsy with you?” Mom asked. Jim always slept with Mugsy.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	<p>Jim did want to bring Mugsy.</p> <p>But he was worried.</p> <p>"Mugsy is a baby toy,"</p> <p>Jim told his mom.</p> <p>"I don't want my friends</p> <p>to laugh at me.</p> <p>I can't bring Mugsy."</p>								
8	<p>"That's fine," said Mom.</p> <p>"Get your sleeping bag.</p> <p>I'll zip up your backpack."</p>								
9	<p>"Have fun," Mom said.</p> <p>"I will," Jim answered.</p> <p>But he was still a</p> <p>little worried.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>All of Jim's friends were at Matt's house.</p> <p>They played games and they ate yummy snacks.</p> <p>Jim was having fun.</p>								
11	<p>Then it was time for bed.</p> <p>All the boys went up to Matt's room.</p>								
12	<p>Dan opened his backpack and pulled out a toy.</p> <p>"Here is Teddy!" said Dan.</p> <p>"I always sleep with him."</p> <p>Luis opened his backpack.</p> <p>"I have Snapper!" he said.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
13	Josh had a toy, too. "I always take Spot with me!" he said.								
14	"I wish I had Mugsy," Jim thought. Matt said, "Jim, are you going to get ready for bed?"								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	<p>"Sure," said Jim.</p> <p>He opened his backpack to look for his pajamas.</p>								
16	<p>"What's this?" said Jim.</p> <p>It was Mugsy!</p> <p>Mugsy came to the sleepover party after all!</p>								
Subtotal									
Total									



Accuracy Rate	Errors	31 or more	28–30	25–27	22–24	19–21	16–18	13–15	11–12	8–10	5–7	1–4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Jim was going to his first sleepover party and he didn't know whether to take his toy. Recounts most of the important events of the story in order, such as Jim went to a sleepover party; he didn't know whether to take Mugsy; all the other boys brought their toys; Jim missed Mugsy; Jim found Mugsy in his bag. <i>Note any additional understandings:</i>	What was the problem in the story? What happened in the story? Then what happened? What was the surprise at the end?	0 1 2 3
Beyond the Text Jim was worried about being away from home for the first time. Jim was worried that the other kids would make fun of him for bringing Mugsy. Mom put Mugsy in Jim's bag. Jim was glad to see Mugsy. <i>Note any additional understandings:</i>	Talk about how Jim felt about going to the sleepover party. Why was Jim worried about taking Mugsy to the party? How did Mugsy get in Jim's bag? Why do you think his mom did that? How did Jim feel at the end of the story?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Jim felt about the sleepover party at the beginning of the story and how he felt at the end. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: A boy named Spencer went to a farm to pick out a cat, but he had trouble finding the best cat. Read to find out if Spencer found the best cat for him.

Sources of Information Used

Page	Text	The Best Cat Level I, RW: 263						E	SC	E			SC		
		M	S	V	M	S	V								
2	Spencer wanted a cat more than anything in the world. He wanted a cat that would sleep on his bed and purr in his ear and be his best furry friend.														
3	"Please, can I get a cat?" Spencer asked. "I really want one." "Are you sure?" his mother answered.														
Subtotal															

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	"It is hard work to take care of a cat."								
4	"I'll take good care of him," said Spencer. "I promise. I'll brush him and feed him and give him water every day." "All right," said his mother. "Let's go to Apple Tree Farm. Maybe we can get a cat there."								
6	Spencer and his mother went to Apple Tree Farm. Many animals lived on the farm. There were cows and horses in the fields.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	There was a friendly farmer. And there were cats everywhere!								
8	Spencer had never seen so many cats and kittens!								
9	"How will you choose just one?" asked Spencer's mother. Spencer thought about it. Then he said, "I'll choose the best cat for me."								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>Spencer saw a black cat</p> <p>playing on the straw in the barn.</p> <p>"I like your shiny fur,"</p> <p>said Spencer.</p> <p>"Will you be my cat?"</p>								
11	<p>The cat ducked under the straw.</p> <p>"I guess you're not the best cat</p> <p>for me," said Spencer.</p> <p>"I'll look for another cat."</p>								
12	<p>Spencer watched another cat</p> <p>licking her paw down by the pond.</p> <p>"I like your fluffy tail and</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	your pink tongue," said Spencer. "Will you be my cat?"								
13	The cat didn't even look at Spencer. "I can tell that you are not the best cat for me," Spencer said. "I'll look for another cat."								
Subtotal									
Total									

Have the student finish reading the book silently.



Accuracy Rate	Errors	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	7–9	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0	1	2	3
	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.			

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Spencer went to a farm to get a cat but he could not find one. Finally, he did find a cat.</p> <p>Recounts some essential information from the text, such as: the boy went to the farm to choose a cat; something was wrong with all the cats he saw; finally, a little cat chose him.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story?</p> <p>How was Spencer's problem solved? Tell what the boy did to find the best cat for him.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Spencer really wanted a cat because (gives a plausible reason).</p> <p>Spencer was disappointed (or sad) when none of the cats at the farm were the right cat.</p> <p>The little cat wanted a home and the cat really chose the boy.</p> <p>Spencer was glad the cat chose him.</p> <p>It would be a good way to get a cat because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why you think Spencer wanted a cat (or what kind of cat the boy really wanted).</p> <p>Tell how Spencer felt when he couldn't find a cat (or how he felt at the end).</p> <p>Why do you think the little cat was the best cat for Spencer?</p> <p>How did Spencer feel at the end?</p> <p>Do you think this was a good way for Spencer to find a cat? Why?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about Spencer and how he found the best cat. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Ben's family and the other families on the street got a note from their new neighbors. In the note their new neighbors invited them to see their surprise horses. Read to find out what kind of horses they were.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Our New Neighbors Level J, RW: 224	E	SC	E			SC		
					M	S	V	M	S	V
2	On Saturday morning, Ben saw an envelope on the front steps. "Mom, Dad, Polly!" he called. "Look what I found!"									
3	Dad read the note that was inside. Hello Neighbors, We just moved into the big house on the corner. Please come to a party next Saturday at 10									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	o'clock. We want to meet you <u>and</u> we want you to meet our horses. Max and Flo								
4	"Horses?" Everyone looked at one another. "Horses on our street?" asked Dad.								
5	"I hope they're ponies," said Ben. "When we have birthday parties, we can have pony rides." "I hope they're big white horses," said Polly. "Maybe they'll give us a ride."								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>"Well," said Mom, "that house on the corner is just right for horses. It has a big yard. And there's that red barn in back."</p>								
7	<p>"Look," said Ben. "The neighbors are reading a note, too!"</p> <p>Mom and Dad called across the street.</p> <p>"Did you get the note about the horses?" Dad asked.</p>								
8	<p>"What do you think it's all about?"</p> <p>Mom asked the neighbor.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8 <i>cont.</i>	"I don't know," he said. "I don't think that barn is big enough for horses."								
9	Another neighbor popped her head over the fence. "I can tell you something else," she said. "Every day when I pass that house, I hear loud noises, like someone is hammering." All the neighbors were excited about the mystery.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	24 or more	22-23	20-21	17-19	15-16	13-14	11-12	8-10	6-7	4-5	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Reading Rate (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,440 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Recounts most of the important events such as: the new neighbors invited everyone to see their horses; everyone was asking what kind of horses the neighbors had; the horses turned out to be a merry-go-round (or carousel). <i>Note any additional understandings:</i>	What was the mystery in the story? What did the new neighbors do to get everyone interested in their horses? What happened when people got the note? What happened at the end?	0 1 2 3
Beyond the Text The new neighbors wanted to surprise everyone so they kept the horses a secret. Everyone was wondering about the horses and imagining the kinds of horses they were. Clues before the last page are: "loud hammering noises," "music playing," "two horses going up and two going down," "four horses going around and around." <i>Note any additional understandings:</i>	Why did the new neighbors keep the horses a secret? What were the people in the neighborhood thinking about the horses? There were a few clues that might have helped you guess what kind of horses were in the barn. Can you think of any?	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued***Guide to Total Score**

- 6–7** **Excellent** Comprehension
5 **Satisfactory** Comprehension
4 **Limited** Comprehension
0–3 **Unsatisfactory** Comprehension

Subtotal Score: ____/6

Add 1 for any additional understandings: ____/1

Total Score: ____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about the horses and how the new neighbors made them a surprise for everyone. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Edwin's hair was so long that he looked like his dog Ruff. His mom and dad gave him a haircut, and it was so bad he had to wear a wig hat. Read to find out what happened.

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Edwin's Haircut Level K, RW: 234	E	SC	E			SC		
						M	S	V	M	S	V
2	"Good morning, Edwin," Dad said. He was talking to Edwin's dog, Ruff. Then he turned to Edwin. "Good morning, Ruff," he said to his shaggy son.										
3	He could tell that his dad was only joking, but Edwin did not laugh or smile. Instead, he pushed his hair off his face and said, "I'm not Ruff. I'm EDWIN! See? Ruff is the one with the tail."										
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	<p>"Why, I think you are right," answered Dad. "I don't know how I could have mixed you up with Ruff."</p> <p>"I know how," said Mom. "It's time for a haircut!"</p>								
4	<p>Mom put some newspapers on the floor and sat Edwin in a chair. Then she was ready to cut Edwin's hair.</p>								
5	<p>Snip! Mom took a little off the top.</p> <p>Snip! She took some off the back.</p> <p>Then she cut a lot off the sides.</p> <p>"It doesn't look right," said Dad. "One side is too long. Let me try."</p> <p>Snip! went Dad.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>"Now the other side is too long,"</p> <p>Mom complained. "Let's see if I can fix it."</p> <p>Snip! Snip!</p> <p>"It's still not right," said Dad. "Let me take a bit more off this side."</p>								
7	<p>Edwin's mom and dad took turns snipping and trimming, but the more they snipped, the worse things got. Edwin's hair got more and more crooked.</p> <p>"We'd better quit," said Mom.</p> <p>Dad agreed. "If we don't, he's not going to have any hair left!" he said.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.



Accuracy Rate	Errors	25 or more	23–24	20–22	18–19	16–17	13–15	11–12	9–10	6–8	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.



Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Edwin got a terrible haircut and had to wear a wig hat (or wig) all of the time.</p> <p>Recounts most of the important events such as: Edwin needed a haircut so his mom and dad gave him one; his hair looked awful; he had to wear a wig hat everywhere; his hair grew out again but he wouldn't let his mom cut it; he said that next time he would pick the barber to give him his haircut.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story?</p> <p>How did Edwin and his parents solve the problem?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Edwin hated his haircut. It was so bad that he was embarrassed to go to school.</p> <p>Edwin didn't care if other kids teased him about his wig hat. He just went on and did everything he always did.</p> <p>Edwin stuck up for himself in the end when he said he would pick the barber next time.</p> <p>The beginning and ending of the story were alike because he needed a haircut, but in the end Edwin changed his mind about who should cut his hair.</p> <p><i>Note any additional understandings:</i></p>	<p>How do you think Edwin felt when he first looked at himself with his new haircut?</p> <p>What kind of kid was Edwin? What was he like? What makes you think that?</p> <p>Edwin acted differently at the end of the story than he did at the beginning. What did he do that was different?</p> <p>How were the beginning and ending parts of this story alike? How were they different?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued***Guide to Total Score**

- 6–7** **Excellent** Comprehension
5 **Satisfactory** Comprehension
4 **Limited** Comprehension
0–3 **Unsatisfactory** Comprehension

Subtotal Score: ____/6

Add 1 for any additional understandings: ____/1

Total Score: ____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

Student _____

Date _____

At the end of the story, Edwin decided to have his hair cut by a barber. Do you think this was a good idea? Write about why or why not. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: April was reading a book about a dog who rescued a man. She decided to write a letter to her favorite author, Julia Reed. She wanted the author to write a book about her dog, Golden Boy. Read to find out what happened.

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Dog Stories Level L, RW: 267	E	SC	E			SC		
						M	S	V	M	S	V
2	April Bailey was reading to her dog, Golden Boy. Her voice got more excited as she read the last few lines.										
3	"Roxy to the Rescue is the best book ever!" April told Golden Boy. April was always having Big Ideas, and she had one right then and there.										
4	"I'm going to write a letter to Julia Reed to tell her how much I love this book," April said.										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 <i>cont.</i>	"Who's Julia Reed?" her brother Scott asked.								
5	"She's my favorite author," April said. "All of her books are about dogs, right, Golden Boy?"								
6	April finished her letter and read it out loud. Golden Boy turned his head. He seemed to be listening.								
7	November 8 Dear Ms. Reed, <i>Roxy to the Rescue</i> is your best book yet!								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7 <i>cont.</i>	<p>I have a Lab named Golden Boy. He's super smart, and he is a super-sniffer!</p> <p>Please would you write about Golden Boy next? He would be a wonderful dog hero.</p> <p>Your biggest fan,</p> <p>April Bailey</p>								
8	<p>April put a photograph of Golden Boy in the envelope, along with her letter.</p> <p>"Hey, don't get your hopes up," warned Scott. "She may get a zillion letters a day."</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	<p>"I just know Julia Reed will answer me,"</p> <p>April said. "She's a dog lover, just like me."</p> <p>She stuck a stamp on the envelope. It</p> <p>was a dog stamp, of course!</p>								
10	<p>"Find your leash, Boy," April told her</p> <p>dog. "Let's go mail this letter." Golden Boy</p> <p>put his nose to the floor, sniffing. Then he</p> <p>dove behind a chair. When he came back</p> <p>out, the missing leash was dangling from</p> <p>his mouth.</p> <p>"That's my super-sniffer!" April said.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	15 or more	13-14	10-12	7-9	5-6	1-4
	%	Below 95%	95%	96%	97%	98%	99%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Reading Rate (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16,020 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Recounts the most important story events, such as: April was reading to her dog; she wanted her favorite author to write a story about Golden Boy; she wrote a letter to Julia Reed (or the writer) and got one back; April started to write her own story. <i>Note any additional understandings:</i>	What happened in this story? Then what happened? What happened at the end?	0 1 2 3
Beyond the Text April likes to read and write. She likes authors and stories. She likes her dog. She loved her dog, Golden Boy, so she wanted a book written about him. April learned that when you write about a dog, you have to know the dog. She learned that she could write the book about her dog and be a good author. <i>Note any additional understandings:</i>	Tell what you learned about April. What does she like to do? Why did April want her favorite author to write a story about Golden Boy? April learned a lesson about being a writer. What do you think she learned?	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>In this book there are letters from people, a story, and a page from a book.</p> <p>April wrote a good letter to the author (and tells why the letter was good.)</p> <p>The letter she got from Julia Reed is probably what a writer would really say.</p> <p><i>Note any additional understandings:</i></p>	<p>This book had different kinds of writing in it, didn't it? What were the different kinds of writing?</p> <p>Did you think April wrote a good letter to Julia Reed? Why (not)?</p> <p>Do you think what happened in <i>Dog Stories</i> could really happen? Why (not)?</p>	<p>0 1 2 3</p>

Guide to Total Score**9–10 Excellent** Comprehension**7–8 Satisfactory** Comprehension**5–6 Limited** Comprehension**0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about April and what she learned in the story. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: A girl named Hanna is tired of her younger brother Nathan so she trades him for her friend Jerry's little brother William for the day. Read to find out what happened.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>The Thing About Nathan</i> Level M, RW: 266	E	SC	E			SC		
					M	S	V	M	S	V
2	"My little brother drives me crazy," said Hanna. "He is so messy! Nathan doesn't eat food. He wears it. And you wouldn't believe his room!" Hanna rolled her eyes. "It looks like a herd of cattle lives there."									
3	"My brother is a neat freak," said Jerry. "William puts all his stuff away on a shelf in his room, with everything in perfect order, like the books in the library. And you'd better not touch anything."									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	<p>"I'd trade my messy brother for your neat one any day," said Hanna. "This Saturday, my parents are building a rock garden in the backyard. I'm supposed to keep Nathan busy. I know I'll go nuts."</p> <p>"Can Nathan swim?" Jerry asked.</p> <p>"He swims like a fish," said Hanna.</p> <p>"He could come with us on Saturday," Jerry suggested. "My family is going to the city pool. William doesn't really enjoy swimming. He'd rather stay home and work on his models."</p>								
5	<p>"If you take Nathan swimming," said Hanna, "I'll ask my mom if William can</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5 <i>cont.</i>	<p>come to our house. He can work on his models or do whatever he wants."</p> <p>"It's a deal!" shouted Jerry.</p>								
6	<p>Saturday morning, Jerry's parents picked up Nathan and dropped off William. Nathan ran off with just his swimsuit and flip-flops. William brought a backpack bursting with stuff.</p> <p>He brought a toothbrush and toothpaste. "I always brush after I eat," he said. He brought a clean shirt. "I might spill something on this one." And he</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	brought two model kits and two videos. "We have videos you can watch," said Hanna. "I like my own, thanks," said William.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	15 or more	12-14	10-11	7-9	5-6	1-4
	%	Below 95%	95%	96%	97%	98%	99%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.



Reading Rate (Optional)	End Time	_____ min. _____ sec.
	Start Time	_____ min. _____ sec.
	Total Time	_____ min. _____ sec.
	Total Seconds	_____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $15,960 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$	

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the events of the story, such as: Hanna wanted to get rid of her little brother Nathan; she decided to trade him for her friend Jerry's little brother William for the day; she had a problem because William was different from Nathan (gives an example: fussy, picky eater, no fun); Hanna gave Nathan a big hug when he came back.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story?</p> <p>How did Hanna try to solve the problem?</p> <p>What happened after they traded brothers?</p> <p>How did the story end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Hanna's little brother drove her crazy because (gives a plausible reason).</p> <p>Hanna started to get annoyed with William.</p> <p>Hanna began to realize that she liked Nathan compared to William.</p> <p>Hanna was surprised to find that she missed Nathan after all.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Hanna feel about Nathan at the beginning of the story?</p> <p>How did Hanna feel about William?</p> <p>How did Hanna's feelings toward Nathan change and why?</p> <p>What was surprising to her after they traded brothers?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>Hanna started to change her mind about Nathan after being with William.</p> <p>You could tell what Nathan was like by what Hanna was saying and thinking about him and William.</p> <p>This story had a lesson (seeing someone else's brother helped her realize she really liked her own brother or that her brother wasn't so bad after all).</p> <p><i>Note any additional understandings:</i></p>	<p>When did Hanna start to change her mind about Nathan?</p> <p>How did the writer show what Nathan was like even though he wasn't in the story most of the time?</p> <p>The writer was showing how Hanna learned a lesson. What was the important lesson Hanna learned?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **Unsatisfactory** Comprehension

Subtotal Score: ____/9

Add 1 for any additional understandings: ____/1

Total Score: ____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Think about Hanna's point of view. Write about three of William's behaviors that are annoying. Compare them to Nathan's. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: It was the first big snowstorm in Chicago. When Patrick Waite left school at the end of the day, the problems began. Read to find out what happened to Patrick and his family.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	The Big Snow Level N, RW: 259	E	SC	E			SC			
					M	S	V	M	S	V	
2	With five minutes left in the school day, not a single student in room 314 was thinking about school. Outside, snow was falling, piling up like a thick blanket on the street. It was Chicago’s first big storm of the year. From Patrick Waite’s seat two rows from the window, it looked like six inches had already fallen. The snowflakes were huge and fluffy. Patrick felt dizzy watching them tumble from the sky. When the bell finally rang, he hurried out the door and down the sidewalk in ankle-deep snow.										
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>"Looks like the number six bus is stuck!"</p> <p>Mr. Henry said.</p> <p>A stuck bus didn't matter to Patrick.</p> <p>His family's apartment was just five blocks from the school, and he always walked. Patrick grinned. Today, he could pretend he was hiking at the North Pole.</p>								
4	<p>Patrick's good mood vanished after two blocks. His feet were soaked and his face felt frozen. As he waited to cross Western Avenue, a huge snowplow rolled past. It sprayed him with snow and slush. "Thanks a lot!" Patrick yelled. The driver smiled and waved.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>It seemed to take hours to walk home.</p> <p>Finally, Patrick stepped into the warm lobby of his apartment building. He got the mail and rode the elevator up to the tenth floor.</p> <p>As he opened the door, Patrick was surprised to find the apartment empty. Where was everyone? Dad and his brothers always beat him home.</p> <p>Patrick shook off his soggy coat and tried to ignore the uneasy feeling growing in his stomach. Maybe he was just hungry.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	15 or more	12–14	10–11	7–9	4–6	1–3
	%	Below 95%	95%	96%	97%	98%	99%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.



Reading Rate (Optional)	End Time ____ min. ____ sec.
	Start Time ____ min. ____ sec.
	Total Time ____ min. ____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
	$15,540 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There was a huge snowstorm in Chicago and it was causing a lot of problems.</p> <p>Recounts important episodes in the sequence of events, such as: Snow is falling; Patrick struggles home and finds no one there; the lights go off; Patrick and his family solve a lot of problems; Dad is still not home; everyone finally gets home.</p> <p>In the end, they were okay. They were all home (or his dad was home).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the big problem at the beginning of the story?</p> <p>What were some of the problems that Patrick had?</p> <p>How did Patrick solve the problems?</p> <p>How did the story end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>This reminds me of when our lights went out (or provides a similar example).</p> <p>Patrick started to get scared when he got home and was alone.</p> <p>His dad was a really nice person because he was always helping people.</p> <p>Patrick did a good job of (gives a plausible answer). He didn't complain but just did what he needed to do.</p> <p><i>Note any additional understandings:</i></p>	<p>Have you ever had an experience like this?</p> <p>How did Patrick feel when he got home alone?</p> <p>What kind of person do you think Patrick's dad was?</p> <p>What kind of person do you think Patrick was?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text <p>The writer told what Patrick was thinking to show how worried he was about the dangerous snowstorm.</p> <p>The writer showed what kind of person Patrick was by telling everything he did.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the writer help you know this was a kind of dangerous situation?</p> <p>How did the writer show you what kind of person Patrick was?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **Unsatisfactory** Comprehension

Subtotal Score: ____/9

Add 1 for any additional understandings: ____/1

Total Score: ____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____ Date _____

Write about Patrick's feelings and how they changed from the beginning to the middle and at the end of the story. You can draw a picture to go with your writing.